

Rowan University
School Psychology Program
Program Handbook

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Rowan University Graduate Program in School Psychology

Introduction

The Rowan University School Psychology Program is a graduate education program designed to prepare students to become practitioners who demonstrate competency in a full range of school psychology services. These services include psychoeducational assessment, consultation, behavioral and academic interventions, counseling, prevention, research and program planning/evaluation. Students are prepared to deliver services to children/youth, families, teachers and other educators within a three-tiered problem-solving model of intervention, including universal, selective/at-risk and indicated levels. Emphasis is placed upon working with diverse clients with individual differences, abilities and disabilities from preschool to young adults whose biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors influence their development and learning. Rowan University School Psychology graduate students are provided close supervision while they are completing field experiences in urban, suburban and rural public schools and related settings.

The Rowan University School Psychology Program has been designed to meet National Association of School Psychologists' *Standards for Graduate Preparation of School Psychologists*. The program is also aligned with the New Jersey state credentialing requirements for school psychologists and approved by the New Jersey Department of Education Office of Certification and Standards. The program is designed as a three-year full-time experience that first leads to a Master of Arts (MA) degree in School Psychology and subsequently an Educational Specialist (EdS) degree in School Psychology. Students may elect to complete the program on a part-time basis. Students who successfully complete 34 semester hours of coursework are awarded the MA in School Psychology. An additional 39 semester hours of coursework, for a total of 73 semester hours, including practica and internship, are required for completion of the EdS in School Psychology. Graduates with the EdS in School Psychology become eligible for NJ Certification as a School Psychologist through the New Jersey Department of Education. In addition, prior to completion of the program, candidates are required to take the *Praxis II in School Psychology*, offered by the Educational Testing Service.

The Rowan School Psychology Program is approved by the New Jersey Department of Education (see above), the National Council for the Accreditation of Teacher Education (NCATE), and the National Association of School Psychologists (NASP). The MA program is shared between the: (a) Educational Services and Leadership Department in the Rowan University College of Education and the (b) Psychology Department within the College of Science and Mathematics. The EdS program is housed entirely within the Educational Services and Leadership Department in the College of Education.

Included in the comprehensive and sequential curriculum are requirements for all candidates to complete appropriate field experiences. Practica in school psychology

consist of a shadowing experience during the first year of the program and a more comprehensive 300-hour during the second year. During the 300-hour practicum, students are provided experience practicing their skills in public schools under direct, close supervision by certified school psychologists. Internship/externship is the culminating activity and occurs in the third year of the program. The internship/externship consists of 1200 hours of supervised professional school psychology experience when the student has an opportunity to develop professional competency while under supervision of certified school psychologists.

Candidates within the School Psychology Program are required to fulfill a continuous full-time residency during which they enroll in 15-credit hours or greater of coursework over two consecutive semesters. By so doing, candidates have opportunities to develop an affiliation with colleagues, faculty and the profession during this full-time residency.

The Rowan University School Psychology Program provides opportunities for students to engage in professional development experiences through participation in its *Annual Symposium for School Psychologists and Counselors*. The *Symposium* has been held each year since 1995. In addition, the program frequently hosts on-campus professional development/training experiences for area practicing school psychologists and Rowan University school psychology students are invited to participate. Rowan University's School Psychology Program regularly collaborates with New Jersey Association of School Psychologists (NJASP) to host professional development experiences within the southern region of New Jersey.

Philosophy and Mission of the Rowan University School Psychology Program

The School Psychology Program at Rowan University has a clearly articulated training philosophy and set of goals and objectives. The School Psychology Program is based upon the scientist-practitioner model of service delivery. School psychology students become researchers and practitioners who apply their knowledge and skills through a problem-solving process to improve the education and mental health of children and adolescents in schools with sensitivity and respect for cultural and individual diversity.

The mission of the School Psychology Program at Rowan University is to prepare school psychologists as scientist-practitioners who are committed to the provision of high quality, effective, ethical and professional school psychological services. These involve direct and indirect services including consultation, assessment, behavioral intervention, prevention, counseling and program/planning and evaluation with sensitivity to cultural and individually diverse children and youth.

Rowan University's School Psychology Program provides its students with a comprehensive, integrated and sequential program of study; including supervised field experiences, to prepare competent school psychologists whose services will positively

impact children, youth, teachers, families, schools and other consumers. School psychologists from the Rowan University School Psychology Program will be prepared to provide research-based, effective interventions and programs within a multi-tiered system to promote learning in children and youth. To accomplish this, the program also strives to prepare students to collaborate and form partnerships with families, educators, schools and the community.

The Rowan University School Psychology Program has been designed to meet the National Association of School Psychologists' (NASP) *Standards for Graduate Preparation of School Psychologists* (NASP, 2010). These standards are integrated into courses, practicum and internship to ensure that graduates demonstrate entry-level competency in each of the following. Rowan University School Psychology curricula are designed in order that graduates gain knowledge and skills based on psychology and education, including theories, models, empirical findings and techniques in each domain. These domains are not mutually exclusive, and are fully integrated into graduate curricula, practica and internship. These standards outline the Domains of School Psychology Practice and are as follows:

1. Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2. Consultation and Collaboration

- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

3. Interventions and Instructional Support to Develop Academic Skills

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

4. Interventions and Mental Health Services to Develop Social and Life Skills

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional

impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

5. School-Wide Practices to Promote Learning

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

6. Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

7. Family-School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

8. Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

9. Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

10. Legal, Ethical, and Professional Practice

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Matrix of Rowan University School Psychology MA & EdS Courses by NASP Domains of Practice

| NASP Domains of Practice | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| Master of Arts Courses | | | | | | | | | | |
| SPED 08555 Educ & Psychology of the Exceptional Learner | | | x | x | x | | | x | | x |
| PSY 05610 Social and Cultural Diversity | | | | | | | x | x | | |
| LDTC 18520 Neuro Bases of Educ Disorders | | | x | x | | | | x | | |
| COUN 26526 Individual Counseling Procedures | | | | x | | x | x | x | | |
| COUN 26509 Group Counseling | | | x | x | x | x | x | | | |
| PSY 09560 Lifespan Development | | | x | x | x | | | x | | |
| PSY 03624 Psychopath of Child & Adol. | | | | x | | x | | x | | |
| PSY 06533 Tests and Measurements | x | | | | | | | | x | |
| PSY 01570 Research Methodology & Statistics | x | | | | | | | | x | |
| PSY 22600 Sem I: App Research in School Psych | x | | | | x | | | | x | |
| PSY 22601 Sem II: App Research in School Psych | x | | | | x | | | | x | |
| PSYCH 22601 Applied Research: School Psychology | | | | | | | | | x | |

| Educational Specialist Courses | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| SPSY 08547 Professional Sch Psych | X | X | X | X | X | X | X | X | X | X |
| SPSY 06627 Cog Assess & DBDM | X | | X | | | | | X | | X |
| SPSY 06628 Psychoed Assess & DBDM | X | | X | | X | | | X | X | X |
| SPSY 06629 Behav-Social Assess & DBDM | X | | | X | X | | | X | | X |
| SPSY 06632 Sch Psych: Consult, Collab & Intervention | X | X | X | X | X | X | X | X | X | X |
| SPSY 08545 Home, School, Community Collaboration | | X | | X | X | X | | X | | |
| EDSU 28546 Ed Org & Leadership | | | | | X | X | | | | |
| CURR 29580 Fundamentals Curric Develop | | | X | X | X | | | | | X |
| SPSY 22630 Practicum in School Psych | X | X | X | X | X | X | X | X | X | X |
| SPSY 22634 Internship in School Psych (12 credits) | X | X | X | X | X | X | X | X | X | X |

Rowan University School Psychology Program Goals and Objectives

The NASP domains for preparation and practice are the basis for the development of the goals and objectives that guide the Rowan University School Psychology Program. To accomplish these goals and objectives, a sequential, comprehensive and integrated curriculum has been designed and is monitored through multiple methods of assessment that occur throughout the program. Goals and objectives for the combined Master of Arts (MA) and Educational Specialist (EdS) programs are described below.

Program Goals

The goals of the Rowan University School Psychology Program are to educate graduate students:

1. To develop proficiency in implementing a problem-solving model as scientists-practitioners in the field of school psychology within the knowledge base and ethical, professional and legal standards of school psychology and education. (NASP Domains 1 and 10)
2. To provide both direct and indirect school psychological services with preparation in data-based decision-making and empirically-supported prevention, intervention and mental health strategies that result in measurable academic, cognitive, behavioral and social positive change. (NASP Domains 1, 2, 3, 4 and 5)
3. To become an integral part of multidisciplinary teams capable of working collaboratively and forming partnerships with families, educators and the community to promote and provide comprehensive services to children and families. (NASP Domains 2, 5, 6 and 7)
4. To provide school psychological services in the context of a multicultural, pluralistic society where individual differences in culture, ethnicity, gender,

- socioeconomic status, sexual orientation and abilities are understood and respected. (NASP Domain 5 and 8)
5. To develop knowledge and skills to plan, implement, evaluate and utilize research, program evaluation and technology within the practice of school psychology. (NASP Domains 9 and 10)

Program Objectives

Pre-admission knowledge and skills: Upon entry into the Rowan University School Psychology program, students should possess basic level prior knowledge in areas of general psychology, child/human development, experimental/research methods, statistics and tests and measurements.

Once admitted into the MA program, students are required to take courses designed to prepare them for the EdS program. The following are combined MA and EdS program objectives and address candidate knowledge, skills and professional work characteristics and are based upon the NASP Domains of School Psychology Practice:

1. Psychological Foundations

Students will demonstrate knowledge of the psychological foundations including:

- 1.1 Normal and abnormal child and adolescent development
- 1.2 Exceptionalities and psychopathology of children and adolescents
- 1.3 Learning theory
- 1.4 Social and biological bases of behavior
- 1.5 Human and cultural diversity

2. Educational Foundations

Students will demonstrate knowledge of educational foundations and systems pertinent to education including:

- 2.1 Schools as systems including organization, operations and policies of schools
- 2.2 Knowledge of general education, special education and related services
- 2.3 Roles and functions of professionals who influence the learning and development of children/adolescents

2.4 Instructional and remedial methods

2.5 School and community resources for individual and families

3. Professional School Psychology

Students will demonstrate knowledge of:

3.1 History and foundations of school psychology

3.2 Roles and functions of school psychologists

3.3 Various models and methods for delivery of school psychology services

3.4 Ethical, professional and legal standards applicable to school psychology

3.5 Public policy applicable to services to children and families

3.6 Major organizations related to school psychology and their role and function

4. Psychoeducational Assessment

Students will demonstrate the knowledge and skills to assess and report the findings of valid problem analyses including psychoeducational assessments and progress monitoring using a data-based decision-making process including:

4.1 Knowledge of important principles and methods of problem analyses and psychoeducational measurement and of selecting assessment methods appropriate for the specific needs of the individual, group and/or system.

4.2 Knowledge and application of a wide variety of formal and informal strategies of psychoeducational screening and assessment, including behavioral analysis, anecdotal record review, interviews, curriculum-based methods and verbal and nonverbal psychometric techniques and instruments.

4.3 Ability to conduct problem identification and analysis interviews and associated assessment methods for effective consultation.

4.4 The ability to accurately administer and quantify measures of

- a) adaptive behavior
- b) intellectual ability
- c) achievement
- d) sensory/motor ability
- e) social/emotional/behavioral functioning

- 4.5 Ability to plan and conduct valid psychoeducational assessments for individuals from ages 3 to 21 with diverse backgrounds, characteristics and needs.
- 4.6 Ability to analyze and interpret results of problem analyses and psychoeducational assessments in a valid manner that acknowledges the diversity of individuals' strengths and needs.
- 4.7 Ability to directly link assessment results with empirically-based interventions appropriate to the individual, group and/or system.
- 4.8 Ability to report in both written and oral forms the results of assessments.

5. Assessment and Consultation for Intervention: The Problem Solving Model Within a Multi-Tiered System

Students will demonstrate the skills to plan and implement problem-solving approaches involving empirically-based direct and indirect psychoeducational interventions at multiple levels: school-wide, class-wide, small group and individual.

- 5.1 Knowledge of important theories, principles, and techniques of problem-solving and direct and indirect psychoeducational interventions appropriate to students, families, schools and other systems.
- 5.2 Knowledge and application of behavioral and adaptive intervention methods.
- 5.3 Knowledge and application of cognitive, motivational, and academic interventions.
- 5.4 Knowledge and application of psychotherapeutic techniques including social skills training, cognitive-behavioral interventions and crisis interventions.
- 5.5 Ability to provide effective collaborative consultation with families, teachers, administrators, and other educators at the individual and systems levels related to educational and mental health needs of children and adolescents.
- 5.6 Ability to select and implement direct and indirect appropriate interventions for cognitive, academic, behavioral and social problems within a multi-tiered system.
- 5.7 Ability to select and implement prevention strategies at the universal level that promote the mental health and educational well being of students.
- 5.8 Sensitivity to individual, familial and cultural diversity in the selection and implementation of prevention and intervention strategies.

5.9 Knowledge and application of family strengths and influences on student development, learning and behaviors, and of methods to involve families in education and service delivery.

6. Research and Statistics

Students will demonstrate the knowledge and skills to plan, implement, evaluate, and utilize research, program evaluation and technology relevant to the practice of school psychology including:

6.1 Knowledge of the scientific method and its applications to psychology and education.

6.2 Knowledge of research and evaluation methods and designs.

6.3 Knowledge of statistical procedures.

6.4 Ability to read, interpret, and critically evaluate psychological and educational research studies.

6.5 Ability to plan, implement and interpret research studies to evaluate the outcomes of programs or services to individuals, groups and systems.

6.6 Ability to write a research and/or program evaluation report.

6.7 Ability to access, evaluate and use technology relevant to the practice of school psychology.

7. Professional Work Characteristics

Students will demonstrate personal/professional work qualities needed for effective functioning as a school psychologist. These include:

7.1 Respect for human diversity in racial, cultural, socioeconomic, religious, gender-related, sexual-orientation and other human differences and demonstrate the sensitivity and skills needed to work with diverse populations.

7.2 Effective oral communication skills, i.e., speaks orally in an organized and clear manner.

7.3 Effective written communication skills, i.e., writes in an organized, clear manner.

- 7.4 Attending/listening skills, i.e., attends to important communications and listens effectively.
- 7.5 Professional identity and ethical responsibility, i.e., appears to identify with the profession of school psychology; conducts self in an ethically responsible manner.
- 7.6 Adaptability and flexibility, i.e., adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change.
- 7.7 Initiative and dependability, i.e., initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.
- 7.8 Time management and organization, i.e., organizes work and manages time effectively.
- 7.9 Effective interpersonal relations, i.e., relates effectively with colleagues, faculty, supervisor, and clients.
- 7.10 Responsiveness to supervision/feedback, i.e., is open to supervision/feedback and responds to such appropriately.
- 7.11 Skills in data-based case conceptualization, i.e., able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.
- 7.12 Systems orientation, i.e., understands that schools, families and organizations are systems; recognizes and effectively utilizes rules, policies and other characteristics of the system.
- 7.13 Demonstrates problem solving/critical thinking, i.e., thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.
- 7.14 Adherence to ethical and legal standards for professional school psychological practice.
- 7.15 Professional decision-making based on research findings and accepted standards of good practice.
- 7.16 Commitment to career-long professional development as indicated by professional involvement and recognition of the importance of continuing professional development.

Graduate Conceptual Framework

The current conceptual framework of the College of Education at Rowan University is designed to reflect the institution's commitment to providing a collaborative learning-centered environment and the unit's dedication to learning community. The unit's vision is to offer exemplary programs that prepare educators to transform schools into learning communities. To accomplish this, the unit's mission is to insure graduates can create learning communities that foster academic achievement, social responsibility, personal responsibility and social justice. Graduates are prepared to become instructional leaders who are committed to students and their learning from a developmental perspective and are able to think systematically about their practice and learning from experience through a reflective orientation. These instructional leaders possess values rooted in cooperative dispositions and are prepared to work as members of a learning community as change agents based on theory, research and wisdom in practice.

The School Psychology Program's conceptual framework shares the College of Education's philosophy and mission as it prepares students to become school psychologists based upon a scientist-practitioner model of service delivery. School psychology students become researchers and practitioners who apply their knowledge and skills through a problem-solving process within a multi-tiered system to improve the education and mental health of children and adolescents in schools. School psychology graduates are prepared to join the learning community and to provide high quality, effective, ethical and professional school psychological services including consultation, assessment, behavioral intervention, prevention, counseling and program/planning and evaluation with sensitivity to cultural and individually diverse children and youth. Working together with other members of the learning community, graduates of the School Psychology Program will contribute to an environment that fosters academic achievement, social responsibility, personal responsibility and social justice among all its members.

Program Description

The School Psychology program is divided into two programs, the Master of Arts in School Psychology, and the Educational Specialist Degree, each having distinct admissions criteria.

M.A. in School Psychology: This program endows a background in the theories, major knowledge, and methodological procedures of psychology. A Master's degree in School Psychology is required for admission into the EdS program; however, a School Psychology Master's degree does not certify the student for practice as a School Psychologist in public schools.

Residency Requirement: The Master's and Educational Specialist Program have a residency requirement of 15 semester hours of credit within a one year time span at any point during the program. (The student must register for a minimum of 15 semester hours within any three consecutive semesters, including the summer session.)

Educational Specialist (EdS): The EdS degree is concerned with psychological, professional and related educational courses to develop awareness and skill in interventions, consultations and assessments for school children within a multi-tiered system. Attainment of the EdS degree requires completion of all courses, as well as the practicum and externship/internship requirements. These field experiences also meet the New Jersey Department of Education’s requirement for certification as a school psychologist.

Practicum: The practicum involves a total of 300 clock hours of professional school psychology experience gained in a public school setting.

Externship/Internship: The externship/internship involves one year equaling 1200 clock hours of supervised professional school psychology experience obtained primarily in public schools.

Residency Requirement: The MA and EdS Programs have a residency requirement of 15 semester hours of credit within a one year time span at any point during the program. (The student must register for a minimum of 15 semester hours within any three consecutive semesters, including the summer session.) This requirement can be fulfilled either during the MA or EdS programs.

Table of Rowan School Psychology Program Courses

| Course # | Course Title | Topics/Competencies | Student Products |
|------------|---|--|---|
| SPED 08555 | Education & Psychology of the Exceptional Learner | Legislation/court cases; IDEA categories of disability & transition; 504; Research-based interventions; IEP | Midterm and final exams; Virtual Site Visits; Research paper and oral presentation; Book club facilitation and participation; Professional dispositions self-evaluation; Blog posts; Video review |
| PSY 05610 | Social and Cultural Diversity | Issues of multicultural competence to work effectively with diverse populations (i.e., American minorities and those with disabilities and sexual minorities.) | Midterm and final exams; Personal experience reflection paper; Worldview cultural competencies paper; Group article summary. |
| LDTC 18520 | Neurological Bases of Educational Disorders | Functional neuroanatomy; developmental neuropsych; variety of neurologically-based disabilities | Midterm and final exams; Directed Study Questions on educational applications of neuropsychology. |
| COUN 26526 | Individual Counseling Procedures | Theories and interventions in counseling; ethical issues; multicultural awareness; relationship building strategies, evidence-based interventions (EBI) | Quizzes; Reflective journaling; Homework/Portfolio of competencies; midterm exam; Theoretical position paper |
| COUN 26509 | Group Counseling | Understanding of group dynamics; therapeutic forces; ethical issues; planning for group sessions; working with specific populations, EBI. | Experiential group participation and journals; Group curriculum/group project; Group theory Handout; Take home final exam |
| PSY 09560 | Life Span Development | Biological, social & cognitive changes across lifespan; application of learning and cognitive theories to development of human learning | Single-subject case study and plan carry out and analyze intervention; effect size and non-overlapping data points; final exam; research paper |
| PSY 06533 | Tests and Measurements | Introduction/history of standardized testing; norms and meaning of test scores; reliability; validity, item analysis and ethical considerations. | Midterm and final exam, paper on a critical review of an appropriate test, and two journal article critiques of appropriate material. |
| PSY 03624 | Psychopathology of Childhood and Adolescence | Mastery of DSM-V and treatment approaches pertaining to children and | Case study and essay final exam Project: review of recent research in areas of |

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| | | adolescents; review current research; emphasis on evidence-based interventions for behavioral and mental health problems. | etiology, diagnosis and treatment; emphasis on evidence-based practices. |
| PSY 01570 | Research Methods & Statistics in Counseling Psychology | Parametric and non-parametric research designs, single-subject design; analysis of research. | SPSS assignment for each research design; Mid-term and final exam; Evaluate research article for design and analysis |
| PSY 22600 Or SPSY 22600* | Seminar I in Applied Research: School Psychology Or Applied Res Seminar I: School Psychology | Single-subject design; application of applied behavior analysis within response to intervention model within a multi-tiered system of support. | Develop a single case design research project; Conduct an in-depth review of literature; Formulate research question/hypothesis and conduct research to test hypothesis. |
| PSY 22601 Or SPSY 22601* | Seminar II in Applied Research: School Psychology Or Applied Res Seminar II: School Psych | Theory and methodology of program evaluation; “shadowing” practicum and various activities to explore school psychologist’s role and function within school-based practice. | Complete a single case design research Project; Understand components necessary to complete a program evaluation; Conceptualize and design a school program evaluation proposal. |
| PSY 22602 | Applied Research : School Psych Stats Lab | Mastery of SPSS, Excel and Graphing software | Data analysis |
| SPSY 08547 | Professional School Psychology | Theory, research, practices, issues & ethics in school psych. Historical, conceptual, professional, legislative, legal, and ethical problems in school psych. Conceptualization of problem solving model to link assessment to intervention & direct and indirect psych serv. | Exam on profession issues/legal & ethical standards. Interview with practicing school psych addressing role and function; critical reflection papers on each of 10 NASP Domains of Practice; critical reflection oral discussion on issues in school psych via NASP CQ articles; presentation on current issue in school psych. |
| SPSY 06627 | Cognitive Assessment & Data-Based Decision Making | Tests and measurement competencies; administration, interpretation and written report of Wechsler scales; role and function of school psychologist in assessment; multicultural issues and cognitive assessment. | 8 protocols, 6 written psych reports, Written exam on tests and measurements, WISC-IV manual skill check quiz; cognitive assessment lab; simulation/role play on CST parent feedback conference; Take home final. |
| SPSY 06628 | Psychoeducational Assessment & Data-Based Decision Making | Administration, interpretation and written report on Stanford Binet 5, WJ-III cognitive and achievement, Wechsler achievement; Curriculum Based measurement; Cross Battery Assessment; Identification of Specific Learning Disabilities; Assessment of Culturally and Linguistically Diverse students; Overview of specialized assessment instruments | 2 Stanford Binet protocols and self critiques; 2 WJIII Cog protocols and self-critiques; 2 achievement protocols; 6 protocols, 6 written psychoed reports, (including cross battery report), 2 curriculum based measurement reports; class presentation of specialized assessment measures; multiculturalism assignment |
| SPSY 06629 | Behavioral-Social-Emotional Assessment & Data-Based Decision Making | Assessment of behavior, social and emotional (mental health) issues; functional behavioral assessment to link to behavioral interventions. Problem solving model emphasized. Single-subject design. | Psychoeducational reports; functional behavioral assessment report; single subject case study of behavior in RTI model; each report emphasizes link to intervention planning; simulation/role play on CST parent feedback conference. |
| SPSY 06632 | Sch Psych: Consultation, Collaboration & Intervention | Alternative frameworks for ed delivery systems; theories, principles and models of school-based consultation; effective communication skills; problem-solving model to test hypotheses and link interventions in academic, behavioral, and social areas. Program evaluation. | Written exam in theory, principles and models of consultation; consultation case study including intervention; video and logs of consultation sessions; functional assessment of academic case study; brief experimental analysis, hypothesis testing; research and presentation on academic/behavioral |

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|------------|---|---|--|
| | | | intervention and critique of program evaluation. |
| SPSY 08545 | Home, School, Community Collaboration | Families and schools as systems, ways family systems, theory, diversity, and disabilities affect learning & behavior. Families' relationship with schools. Methods of facilitating collaboration between all. Positive behavioral supports and family role. Parent conferences, | Exam; family functioning project via reflective paper following viewing video; written paper based on interview with school administrator on H/S/C collaboration; literature review on topic of intervention designed to fit collaborative model; presentation. |
| EDSU 28546 | Educational Organization & Leadership | School & system organization; policy development; climate | Organizational Analysis assignment; Leadership Platform essay; Reflection paper on educational organization and leadership; Learning community presentation |
| URR 29580 | Fundamentals of Curriculum Development | Models for curriculum development; goals and objectives; foundations for curriculum development; curriculum theory, design, development and evaluation; Core Curriculum Content Standards; applying technology | Position paper on the purpose of education in the U.S.; Curriculum Development Project; Position paper on educational philosophy; Chart or graph presentation of data for curriculum project. |
| SPSY 22630 | Practicum in School Psych | Legal, professional and ethical standards, single-subject case study in academic and behavioral areas | System level in-service project/presentation; practicum portfolio. |
| SPSY 22634 | Internship in School Psychology (12 credits over two semesters during last year of program) | 1200 hour internship year in schools; faculty site visitations; on-campus supervision and classes; field-based supervision. | Internship portfolio: Narrative summary of internship; internship logs; internship contract; written training plan; intern evaluations; academic and behavioral problem-solving RTI case study (single-subject design); classwide intervention; counseling plan; consultation case study; comprehensive case study; program evaluation; self reflection. |

*(Note: PSY 22600 or SPSY 22600 (Fall) and PSY 22601 or SPSY 22601 (Spring). Two courses in Fall and Spring are two sections of same course content. These are divided for purposes of faculty: student ratio and faculty load of research advisement.)

Credentialing Requirements

The School Psychology Program at Rowan University offers a Master of Arts (MA) in School Psychology degree and an Educational Specialist (EdS) in School Psychology degree. Upon completion of the EdS, graduates are eligible for certification as a School Psychologist through the NJ Department of Education. Application for the certification is completed through Rowan University on a program-approved basis and forwarded to the State Department of Education for issuance of the certification. Prior to completion of the EdS, students are required to take the *Praxis II in School Psychology*. When students pass the Praxis II with a score of 147 or higher, they become eligible for the National Certification in School Psychology (NCSP), which is available through the National Association of School Psychologists.

Supervised Field Experience Description

Practica

The Rowan School Psychology Program emphasizes the integration of didactic training and field experience under close supervision. During the MA portion of the program, students complete a 20-hour “shadowing” experience of a school psychologist in the public schools. During the second year, students practice their skills in areas of psychoeducational assessment, behavioral assessment and intervention, counseling and consultation while enrolled in their EdS courses. Finally, while enrolled in SPSY 22630 *Practicum* in School Psychology earning 3 credit hours, students complete a 300-hour practicum experience under the close supervision of a school psychologist. The requirements for both the 20-hour and 300-hour practica are briefly outlined here and are described in more detail within the Practicum Manual in Appendix A of the Program Handbook.

A 20-hour shadowing practicum is an option for MA School Psychology students in completion of the professional development assignment within the Applied Research Seminar II: School Psychology (SPSY 22601) course. Specifics of the requirements for the shadowing experience will be outlined during the course. Examples of activities completed by students during the shadowing practicum may include, but not be limited to, the following: Observation of the activities of a school psychologist while engaged in teacher consultation, group problem solving (Intervention and Referral Services meeting), parent conferences, classroom observations, and other typical activities the school psychologist engages in during the school day. While shadowing, the student is not expected to observe activities that would compromise confidentiality involving a child or adolescent, e.g., individual counseling session or assessment session unless a two-way mirror is available for viewing. Any questions related to this experience should be directed to the Rowan University supervisor. These school-based experiences are augmented by in-class activities when practicum students meet on-campus.

During the 300-hour practicum, students complete the following requirements and are evaluated in each of these areas:

1. Psychological Evaluation
2. Psychoeducational Evaluation
3. Consultation Case Study
4. Academic Assessment for Intervention
5. Social/Behavioral Assessment for Intervention
6. Systems Wide (Universal Level) Intervention

The products listed above are compiled into a practicum portfolio to show efforts, progress and achievement in these specified areas. The practicum portfolio provides opportunities to connect field and graduate classroom experiences. In addition, students’ knowledge, skills, and professional work characteristics are evaluated by their field supervisor using the practicum evaluation instrument that assesses all ten of the NASP

Domains. Their university supervisor also evaluates student progress during the 300-hour practicum. In a subsequent section of the Program Handbook, *Assessment of Student Learning and Program Accountability*, the assessment system is outlined, and examples of assessment instruments are included in Practicum Manual in Appendix A.

Internship

The school psychology internship is the culminating training experience for the program and occurs while students are enrolled in *SPSY 22634 Internship in School Psychology* for a total of 12 credit hours. All course work and *Practicum in School Psychology* must be completed prior to the student enrolling in Internship in School Psychology. The internship is a 1200-hour field placement that occurs on either a full-time basis for one year, or a half-time basis over two years. Students are placed in approved sites for their 1200-hour supervised internship experience. During the internship, students receive a minimum of two hours per week of face-to-face supervision from their field supervisor. Students develop an Internship Training Plan specifying competency for each semester of the internship. It is the intent that the intern will experience every aspect of the role of the school psychology.

Internship Requirements

School psychology internship students must complete the following requirements:

1. Narrative summary of internship
2. Internship Logs (Excel format)
3. Internship Contract
4. Written Training Plan
5. Intern evaluation of internship
6. Academic problem-solving (intervention-based) case study
7. Behavioral problem-solving (intervention-based) case study
8. Class, school or system-wide intervention (universal level)
9. Counseling plan for individual or group
10. Consultation case study
11. Child Study Team Determination of Eligibility Rpt. written by intern
12. Individual Educational Program written by intern
13. In-service presentation or System wide intervention description
14. Comprehensive Case Study
15. Praxis II Review Material
16. Two (2) Internship Evaluations completed by Field Supervisor
17. Self-Reflection
18. Praxis II School Psychology exam score
19. Intern Case Diversity Log
20. Psychological report sample(s)
21. Psychoeducational report samples (2)
22. Program Evaluation
23. Faculty Evaluation of Professional Work Characteristics

These requirements and other important information about the Internship are included in the Internship Manual in Appendix B of this handbook.

In the next section of the Program Handbook, *Assessment of Student Learning and Program Accountability*, the assessment system is outlined, and examples of assessment instruments are included in the Internship Manual in Appendix B.

Assessment Methods and Process of Student Learning and Program Accountability

The Rowan University School Psychology Program has developed a comprehensive, multi-method process to assess student learning and professional development. This is done to ensure all candidates acquire and integrate domains of knowledge and apply professional skills needed to be effective school psychologists prior to graduation. A variety of systematic, valid procedures comprise the Rowan University School Psychology comprehensive evaluation system to assure that each student has attained the knowledge and skills necessary to serve as a professional school psychologist. Assessment of student learning begins upon entry into the program, continues through coursework into internship and culminates with the completion of the program. Students must demonstrate specific skills and meet specific criteria to earn the MA and EdS in School Psychology.

It is also important that the School Psychology Program demonstrates accountability for the overall effectiveness of the curriculum. To assure quality training of students, program evaluation also needs to be an ongoing process. Taken together, evaluation of the individual student’s knowledge and skills *and* evaluation of program effectiveness are critical. This type of performance-based program assessment and accountability system is utilized following the guidelines described in the NASP *Standards for Graduate Preparation of School Psychologists* (2010).

The table below describes the Rowan University School Psychology Program’s assessment and evaluation system. These assessments and evaluations will be described in more detail in the paragraphs that follow.

Rowan University School Psychology Program Assessment/Evaluation System

| | Entry Level | Level One | Level Two | Level Three | Level Four |
|------------------------------|--|--|--|---|-----------------|
| Transition Points | Admission | 1 st Year/MA | 2 nd year | Internship/EdS | Post Graduation |
| Individual Assessment | -Review of Candidate: GPA References Personal goals Writing sample Experience | -Course-embedded: exams papers reports presentations | -Course – embedded: simulations, observations, electronic recordings, | -Intern performance evaluations (2) including professional work | |

| | | | | | |
|---------------------------|---|--|---|--|---|
| | Interview | -MA Comprehensive Exam -Applied research projects -Shadowing Practicum -Mini portfolio -Professional work characteristics rating by faculty -Review of candidates' application to EdS | case studies -Practicum performance evaluation including professional work characteristics appraisal -Practicum portfolio | characteristics appraisal -Praxis II exam -EdS Portfolio -Student self Reflection | |
| Program Evaluation | -Summary of applications/profiles of admitted students' credentials | -Student evaluations of courses/instructors | -Student evaluations of courses/instructors -Evaluation from field supervisors | -Field supervisors focus group -Evaluation from field supervisors | -Alumni surveys -Alumni focus group -Employer focus group |

Entry Level: Admission to the School Psychology Program

The first step in evaluating how effective an applicant may be as a student and eventually as a school psychologist is through the admissions process. To accomplish this step, applicants' prior academic performance (i.e., undergraduate GPA), professional references, written personal statement of goals and resume are evaluated. Personal interviews and extemporaneous writing samples are conducted for those students who have met the initial criteria. Collectively based on these data, those applicants who demonstrate potential for success as a school psychologist are offered admission to the program.

Level One: First Year in the MA Program in School Psychology

Students' knowledge and skills are assessed in each course through **course-embedded assessment**, including, but not limited to, written examinations, reviews of presentations and reviews of research papers, and written products. Based on a student's performance on these assessments, a grade is assigned as an indication of student success. Students are expected to attain grades of B- or better in all course work. If a student obtains a grade of C+ or below, the student is required to retake the course.

During the MA portion of the program as part of the *PSY 22601 Seminar II in Applied Research: School Psychology/SPSY 22601 Applied Res Seminar II: School Psych*, students participate in a 20-hour **shadowing practicum** experience working under the supervision of a school psychologist within the public school setting. As outlined in the *Seminar II* syllabus, students are required to demonstrate their ability to apply their knowledge and skills through a mini portfolio. Practicum evaluation for the shadowing experience during *Seminar II* can be found in the Practica section of this handbook.

Each student must complete **two applied research products**: a) Single-case design case study and b) program evaluation proposal. Proposals for the single-case design case study are submitted for approval of the Rowan University Institutional Review Board.

Prior to the being awarded the MA in School Psychology, students must demonstrate competency in a broad range of knowledge and skills on a comprehensive examination of MA course content in school psychology. The comprehensive exam occurs during the term prior to the proposed date for awarding the MA in School Psychology. Examinations are evaluated by program faculty. Students who do not demonstrate adequate performance on the examination have an opportunity to participate in an oral examination and/or written re-examination.

Certain professional work characteristics are critical to the success of school psychology students. At the end of the MA year of the School Psychology Program, each student's **professional work characteristics are evaluated** by faculty and, if appropriate, by field supervisors using a rating scale created by the faculty. The professional work characteristics section of the Practicum and Internship evaluation form is used for this purpose.

Based on these multiple methods of assessing student's knowledge and skills, students develop professional goals to plan for their own developmental process.

Finally, prior to the conclusion of the MA year, students must formally apply to the Educational Specialist School Psychology Program. Students complete the application process through the Rowan University Global Learning and Partnerships including completion of the application as outlined by the Rowan University Global Learning and Partnerships. Students who are recommended for continuation in the School Psychology program are accepted into the EdS program.

Level Two: Second Year –Entry into Educational Specialist (EdS) Program in School Psychology

As in the MA portion of the School Psychology Program, students' knowledge and skills are assessed in each course through **course-embedded assessment**, including, but not limited to, written examinations, reviews of presentations, reviews of research papers, lab performance and written products. Based on a student's performance on these assessments, a grade is assigned as an indication of student success. Students are

expected to attain grades of B- or better in all course work. If a student obtains a grade of C+ or below, the student is required to retake the course.

EdS level courses utilize methods to assess the application of knowledge and performance-based measures to assess attainment of skills in such areas as consultation, assessment, and counseling. During the EdS portion of the program, students are required to demonstrate skills that indicate their ability to apply their knowledge and skills that result in measurable, positive impact in the students they serve. Methods to accomplish this assessment include videotaping, audio taping, review of written products, simulations, direct observation, case studies and field-based supervisor ratings. (See Practicum Guide, Appendix A; and Internship Guide, Appendix B.)

At the end of the practicum experience during *SPSY 22630 Practicum in School Psychology*, program faculty and field supervisors conduct student evaluations regarding the level of skill attained. Practicum evaluation forms can be found in the Practicum Guide, Appendix A section of this handbook. Professional work characteristics ratings are included within the practicum evaluation form.

Level Three: Internship

Assessment of student performance during the Internship is accomplished according to the requirements outlined in the syllabus for *SPSY 22634 Internship in School Psychology*. These include: a) two internship performance evaluations completed by the internship's field-based supervisor that incorporate assessment of the intern's professional work characteristics; b) successful score on the *Praxis II in School Psychology*; and c) completion of professional portfolio as described in the Internship Guide, Appendix B.

The portfolio is completed prior to the awarding of the EdS degree. The content of the portfolio is described in the Portfolio Checklist included in the Internship section of this handbook. A formal presentation of the portfolio to faculty takes place at the end of the internship. The school psychology faculty will evaluate the contents of the portfolio, and if necessary, make recommendation for improvement.

Students are also required to take and pass the *Praxis II in School Psychology* at a level consistent with the National Association of School Psychologists' passing score of 147.

The Educational Specialist Degree in School Psychology is awarded to candidates who successfully complete the specified coursework, internship, *Praxis II* examination and a portfolio-based assessment of their skills.

Program Accountability

The Rowan University School Psychology Program provides high quality training for its students. The program adheres to the standards of the National Association of School Psychologists in the belief that:

Systematic evaluation of coursework, practica, internship experiences, faculty, supervisors, and institutional resources is essential to monitoring and improving program quality. It is essential that programs also demonstrate accountability regarding the overall effectiveness of the total curriculum. Accountability is demonstrated through the ability of the program graduates to provide school psychological services that effectively respond to the educational and mental health needs of children and youth, their families and the educational and mental health agencies that serve them (NASP, 2000).

To accomplish this type of systematic evaluation, the Rowan University School Psychology Program has developed a performance-based program evaluation procedure that is a comprehensive system of assessment, accountability and program development.

Program evaluation is accomplished by gathering data from both external and internal sources. External sources provide information that is summative in nature and serves to evaluate the quality of the program and student competencies. External sources include but may not be limited to the following:

1. National Association of School Psychologists (NASP)
2. Council for the Accreditation of Educator Preparation (CAEP)
3. *Praxis II in School Psychology* Examination
4. Alumni surveys
5. Alumni focus groups
6. Evaluation from field supervisors
7. Field supervisors focus groups

Internal sources of program evaluation are both summative and formative in nature and provide evaluation feedback from and about student competencies and specific program components. These internal sources include but may not be limited to the following:

1. Student evaluation of courses
2. Student applied-research projects
3. Comprehensive examination
4. Student transcripts
5. Case study results
6. Report writing
7. Student practicum and internship logs
8. Student performance evaluation during practicum and internship
9. Student portfolio reviews
10. Student evaluation of internship
11. Student advisement

This type of comprehensive, multiple measures of student assessment conducted throughout the program serve as an important means by which program quality is evaluated. The information gathered from both external and internal sources is reviewed

by the program coordinator and the faculty and discussed in terms of possible implications for the quality of preparation provided to students. The information emanating from this type of assessment is carefully considered and program improvements are made based on these results.

Rowan University Graduate School Objectives

The following are the Rowan University Graduate School objectives:

1. High quality academic programs will provide opportunities for student research and collaboration, while meeting the national standards of excellence in the discipline.
2. Information resources will be developed and maintained so that an effective technology infrastructure will support the university's information-system needs. Campbell Library will be a key participant in ensuring that all students attain a reasonable level of information literacy.
3. Rowan is committed to providing high quality, student-centered, academic and student support services that increase and enhance retention and graduation rates.
4. We will continue to foster a learning community of scholars dedicated to the concept of an integrated learning experience. Increased interaction between faculty and students, as well as the removal of artificial walls that traditionally stand between what students learn in and out of class, will become the hallmark of the Rowan experience.
5. International and multicultural understanding will continue to be developed. We will continue to develop students' understanding of the similarities and differences among various cultural groups and enhance their appreciation of other cultures and of the worth of all individuals regardless of cultural background.
6. Community service will be embraced as we continue our mission of providing service to our community and region and promote an enhanced sense of civic responsibility and a higher level of civic engagement for all members of the Rowan community.

School Psychology Program Admission Requirements and Selection Procedures

Master of Arts: Applicants seeking admission to the MA in School Psychology must have completed a four-year Baccalaureate Degree from an accredited college or university in the United States, or its equivalent from a foreign institution of higher education. In the admissions process, applicants must also present evidence of potential for graduate study demonstrated by undergraduate academic performance with a GPA of no less than 3.00, two letters of recommendation (at least one should evaluate related professional skills). All applicants are also required to provide a written statement of his/her professional objectives and career goals, and expectations for graduate study. Applications are submitted directly to the Rowan University Global Learning and Partnership office.

Educational Specialist: Applicants for the Educational Specialist degree program must meet all requirements for the M.A. program and hold a master's degree in school psychology, another specialized area of psychology, or in a related field of study with the core requirements applicable to a graduate degree program in psychology approved by the department admissions committee. Applicants who did not obtain an M.A. in School Psychology at Rowan may be required to submit GRE Psychology Test (#81. Admission to the internship/externship experience will be coordinated and approved by the program adviser following a procedure in which all prior records and information are reviewed to evaluate the candidate's scholastic abilities, knowledge, skills and workplace characteristics relevant to competence and fitness to function as a school psychologist.

When all required documents are received, the Rowan Global and Learning Partnerships office will forward the applicant's complete file to the program admissions committee. Complete files received by the admissions committee by December 1, will be reviewed for Spring Admissions (January); complete files received by the admissions committee by June 1, will be reviewed for Fall (September)/Summer admissions. Applicants are advised to allow sufficient time for transcripts and letters of recommendations to be reviewed in the Rowan Global office.

The program's admission committee composed of faculty members will review all complete files received by the respective deadline dates to screen all applications using the following criteria: a) complete application form; b) undergraduate GPA transcript review; c) professional recommendations; d) current resume (educational background & employment background); e) statement of objectives; f) interview with program admissions committee, and g) writing sample. Applicants that meet the minimum criteria may not be offered admission.

After the above criteria have been satisfied, the program's admission committee will make one of the following recommendations: a) to admit the candidate to full matriculation status; b) to offer a probationary admittance with restrictions and/or conditions, or c) to not admit the applicant.

The application files, with the program's admissions committee recommendations, are then reviewed by Rowan Global and Learning Partnerships that officially notifies the applicant in writing of the decision regarding admission to the graduate program.

Probationary Admission

An applicant may be approved for probationary admission by action of the program advisor and the Dean of the Rowan Global and Learning Partnerships. Special criteria to meet the needs of the individual case, including course work at the undergraduate and/or the graduate level will be prescribed. These criteria will be restricted to no more than six semester hours of graduate courses. Following the

completion of all probationary criteria, the applicant is responsible to request removal from probationary status. Unless otherwise specified, probationary conditions should be fulfilled at Rowan University. Graduate students who have been accepted subject to probationary requirements should plan to complete all such requirements before they undertake any further graduate study.

Transfer Credits

Transfer courses may be accepted within the following provisions: a maximum of twelve semester hours in graduate credit from another accredited US college or university must be applied toward the required program credits, provided the grade for each course is at least a B (3.0) and has been earned within the last ten years. Students must complete a form available on the Rowan Global and Learning Partnerships' website requesting the transfer of credits from another institution. This form and an official transcript of the course(s) should be submitted to the Rowan Global office for processing. The student's program adviser, the department chair, and the appropriate college dean must approve the transfer of courses.

Respecialization

The Rowan University School Psychology Program may consider applications from candidates who have already completed a master's Degree in another related field (e.g., counseling, clinical psychology, special education or other allied fields) and who may desire to respecialize/retrain to meet the requirements for credentialing as a school psychologist. These students who wish to respecialize/retrain at the graduate level must complete the same application procedures as all other applicants. These applications are scrutinized and considered on a space available basis. Prior to being considered for acceptance into the School Psychology Program, transcripts of past graduate courses will be reviewed on a case-by-case basis to determine which courses can be applied toward meeting NASP's graduate education standards and New Jersey State credentialing requirements. To be considered, the content of the course must be comparable, be earned within the past ten years, and the grade in the course must be "B" or better. In all cases, the individual candidate must meet all the criteria for completing an organized program of study in school psychology, with the appropriate number of course credits, including a 300-hour practicum and 1200-hour internship. All such candidates must complete at least 72-73 graduate semester hours or the equivalent, at least 60 graduate semester hours of which are exclusive of credit for the supervised internship experience.

Student Retention

Student progress in the School Psychology Program is carefully monitored. Each year student grades and performance on assessment methods are reviewed by the program coordinator and faculty advisors to determine progress, eligibility for continuation and need for remedial support. Rowan University requires that graduate students maintain a 3.00 grade point average in graduate work involved in the program

course requirements. Those students whose GPA fall below 3.00 are placed on academic probation as described in the following section of the Program Handbook.

Requirements for Graduate Degrees

The requirements for successful completion of the Master of Arts and Educational Specialist in School Psychology degrees encompass both the standards set forth by the Rowan University Global and Learning Partnerships, as well as those unique to the School Psychology program. The overall requirements the student must meet are:

1. A cumulative grade point average of 3.00 must be maintained for graduate work involved in the program course requirements. Grades of C+ and below do not meet the requirements for graduate credit and will not be applied to the credits necessary in graduate degree programs. Students must earn at least a B average (3.00 GPA) to receive any graduate degree or recommendation for certification. Students who fail to maintain satisfactory academic progress are subject to academic warning and possibly dismissal/exit from the program. For information on the University's academic warning and dismissal policies, readers are referred to the Rowan Global website: <http://www.rowanglobal.com/current-students/policies>.

2. The Master of Arts and Educational Specialist degrees program must be completed within six academic years following the first enrollment as a matriculated student in graduate courses at Rowan University. Students who do not maintain continuous enrollment within limits prescribed by University policy may be involuntarily withdrawn from the University. In rare and compelling instances, an extension of up to one year may be requested by degree candidates to complete their individual program. The request may be granted only once upon approval by the program adviser and dean of Rowan Global.

3. A final written comprehensive examination (i.e. comprehensive examination of MA course content) is required of candidates for the Master of Arts in School Psychology. Prospective graduates may repeat the examination once; exceptions to this must be approved by the program adviser, departmental chair, and appropriate college dean. The examination shall be prepared, reviewed and the results evaluated by the student's graduate program committee. The committee shall also develop a system of identification that ensures that anonymity of the student until the examination evaluators have completed the assessment of the total examination.

The examination committee will prepare written, predetermined criteria for success in the examination. Upon request of the program adviser, these criteria may be distributed, in writing, to students when they apply to take the examination. Students will make application to the program adviser to schedule the examination.

Comprehensive examinations are usually scheduled in the spring (March-April). The specific schedule will be available in advance from the program adviser. Nevertheless, it is the sole responsibility of the student to schedule the comprehensive

examination with his or her adviser. In exceptional circumstances, the student may be scheduled for the examination in the summer upon the recommendation of the program adviser.

Responding to Diversity and Accommodations for Students with Disabilities

Accommodations in instructional and/or assessment methods are available for individuals with disabilities. The Academic Success Center provides accommodations and assistance for students with various documented disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Students who meet University admissions requirements (i.e. otherwise qualified to attend the university) are required to submit appropriate documentation so that the University can determine whether they qualify for reasonable accommodations.

To assure the preparation of individuals who are competent to perform the role and functions of school psychologists, accommodations cannot include the elimination of program objectives, requirements, and expectancies or deviations that, in the view of the faculty, would be inconsistent with what is typically expected of practicing school psychologists.

Academic Success Center
successcenter@rowan.edu | 856) 256-4259

If a student has a disability that he/she believes requires special accommodations, or to inquire about University services for students with disabilities, please contact the Academic Success Center. Please be prepared to present documentation regarding the disability.

Office of International Student Services

The Office of International Student Services is responsible for the recruitment, admission and support of international students at Rowan. This office ensures student and institutional compliance with federal regulations regarding financial support, academic progress and immigration status. They also coordinate programs and activities for students with student visas and other foreign-born students at Rowan.

Student Resources

Rowan University School Psychology Program Orientation

A student orientation is held each year for new students entering the School Psychology Program. The orientation is designed to welcome new students to the program, provide information about the program's mission, goals and objectives, and course of study. New students are encouraged to attend to have all their questions answered about Rowan University, the School Psychology Program, including scheduling courses, and other important details. Students meet with their program advisors to discuss these and other topics.

Campbell Library

Campbell Library is Rowan University's state of the art library facility. Library services range from online databases and indexes to interlibrary loan. To find out more about the services that Campbell Library offers, students can visit the library's website: <http://www.rowan.edu/library/>.

Chamberlain Student Center

The Chamberlain Student Center is the "Community Center" of the university, serving students, faculty, staff, alumni and guests. As the center of the university's community life, the Student Center complements the academic experience through an extensive variety of cultural, educational, social and recreational programs. It facilitates opportunities for interaction among diverse members of the Rowan Community by providing hospitality, conveniences, services and facilities. The Student Center is proud to contribute to the development of the "whole student".

Student Liability Insurance

It is recommended that students purchase and maintain their own liability insurance while they are enrolled in courses that require field placements and clinical experiences. Low cost insurance is available through NASP. For more information, log on to: www.nasponline.org

Student Membership in Professional Organizations

All students in the Rowan School Psychology Program are encouraged to apply for student membership in the National Association of School Psychologists (NASP) and the New Jersey Association of School Psychologists (NJASP) or state school psychology association of the state in which they reside or plan to seek employment. Student membership in these professional organizations is available at reasonable membership fees. The benefits of membership to the student include receipt of association publications, access to reduced rates on student liability insurance, attendance at

professional conferences and other member benefits. Membership applications are available on line at www.nasponline.org for NASP and njasp.org for New Jersey Association of School Psychologists.

Student Membership in Rowan University Chapter of Alpha Epsilon Lambda

Eligible school psychology graduate students are encouraged to participate in Alpha Epsilon Lambda, the Honor Society of Graduate and Professional School Students. Historically, leadership positions on campus have been held by graduate students enrolled in the School Psychology program.

Student Participation in Professional Development Opportunities

Students are also encouraged to participate in professional development experiences offered by the New Jersey Association of School Psychologists (NJASP) and the National Association of School Psychologists (NASP). NJASP holds two statewide conferences per year typically in December and May that provide an opportunity to learn from nationally recognized speakers in the field of school psychology. In addition, Rowan University School Psychology Program at least yearly is the host site for NJASP's Southern Regional Meetings and students are expected to attend those meetings. At the national level, NASP holds a multi-day annual convention each year in the spring. During the summer months, a three-day NASP Professional Development Conference is held and, in the past, the conference has been in either Atlantic City or Philadelphia, both locations that are easily accessible to students.

Finally, the Rowan University Education Institute each year since 1995 has sponsored an Annual Symposium for School Psychologists and Counselors during the month of October. Rowan School Psychology Program faculty assists in the planning and selection of topics and speakers for this program. This is designed to offer professional development to school psychology practitioners and graduate students.

Information Technology

Rowan University features the latest in computing technology for its students, faculty, and staff. The computer labs, technology-enhanced classrooms, and wireless network/internet connections provide everyone on campus with instant connections to the web and the high-speed, fiber-optic campus-wide network. The Support Desk is available for answers to many technology-related questions.

Email Accounts for Students

All new students are assigned an email account along with a username and password to access their account. To retrieve their username and password, students can visit the website: <http://www.rowan.edu/password/reset> or the University's Information Resources Support Desk located in Memorial Hall on the first floor. Staff members of the Support Desk can be reached at: (856) 256-4400.

Tuition and Fees

Tuition and fees for graduate education are set by the Rowan University Board of Trustees. This information is available from the Rowan University CGCE website at: <http://www.rowanglobal.com/tuition>

Financial Aid

Information about loans Rowan University offers graduate students is available from the Rowan website: <http://www.rowanglobal.com/aid>

Graduate Assistantships

A limited number of full- or part-time graduate assistantships are available annually through university departments. Successful applicants receive a tuition waiver and a stipend in exchange for part-time employment on campus. Graduate assistantship applications are available online and are submitted in March prior to the fall semester of the next academic year. More information about graduate assistantships is available online at: <http://rowanu.com/graduate/assistantships#apply>

Residence Life and Recreation Center Assistantships

Opportunities are available for matriculated graduate students to work as residence hall directors or student recreation center assistants. Resident directors receive a monetary stipend plus room and board for the fall and spring terms. For more information, students should contact the [Office of Residence Life](#) at 856-256-4266 or the Director of the Student Recreation Center at 856-256-4900.

School Psychology Core Faculty

Brief Curricula Vita

Barbara Bole Williams, Professor

Academic Background:

BA, Elementary Education and Psychology, Muskingum College (New Concord, Ohio),
MA, Counseling Psychology, Rowan University (Glassboro, NJ)
MA+ 30 School Psychology, Rowan University (Glassboro, NJ)
Certification, Principal/Supervisor, Rowan University (Glassboro, NJ)
PhD, School Psychology, Temple University (Philadelphia, PA)

Professional Background and Experience:

Professor and Program Coordinator, School Psychology Program, Rowan University
School Psychologist/Director of Special Services, Audubon Schools (Audubon, NJ)
School Psychologist Consultant, Camden County Educational Services (Clementon, NJ)

Certification/Licensures:

Certified School Psychologist (NJ)
Certified Principal/Supervisor (NJ)
Licensed Professional Counselor (NJ)

Professional Association Membership/Leadership Positions:

National Association of School Psychologists
Member of Program Accreditation Board
Chair of National School Psychologist Certification Board (former)
Member of NASP Accreditation Advisory Committee (current)
Member of NASP Ethics Advisory Panel (current)
Chair of NASP Standards Revisions Task Force (former)
Delegate from NJ (former)
Regional Delegate – Northeast (former)
Chair of Task Force, Revision of Ethical Principles Adjudication Procedures
Chair of NCSP Promotion Task Force
Chair of State and National Credentialing Committee
Program Approval Board Folio Reviewer
NASP Northeast Regional Ethics Chair (former)

National Association of School Psychologists Awards:

2011 Lifetime Achievement Award
Presidential Awards, 2010, 2004, 2003

New Jersey Association of School Psychologists

President (1989-90)
NASP Delegate
Chair of Training Programs and Credentialing (current)

Chair of Ethics Committee (current)
Chair of Task Force of Crisis Prevention, Intervention and Response

Professional Interests

Ethics and ethical decision making
Crisis prevention, intervention and response (PREPaRE Trainer)
Consultation
Behavioral assessment
Positive behavioral supports
Cognitive behavioral therapy

Graduate Courses Typically Taught/Supervised:

Professional School Psychology
Behavioral-Social Assessment and Data-Based Decision Making
School Psychology: Consultation, Collaboration and Intervention
Practicum in School Psychology
Internship in School Psychology

Carmelo M. Callueng, Assistant Professor

Academic Background:

BS, Psychology, *cum laude*. St. Paul University, Philippines.
M.S. Educational Measurement, De La Salle University, Manila, Philippines
M.Ed. School Psychology, University of Florida, Gainesville, FL
Ph.D., School Psychology, University of Florida, Gainesville, FL

Professional Background and Experiences:

School Psychology Program Faculty– Rowan University, Glassboro, NJ
Lecturer - School Psychology Department, Univ of Nebraska Kearney, Kearney, NE
Assistant Professor - Department of Psychology, De La Salle University, Philippines

Certifications/Licensures:

Nationally Certified School Psychologist
Certified School Psychologist (NE)
Certified School Psychologist (NJ)

Professional Association Membership/Leadership Positions:

New Jersey Association of School Psychologists
Executive Board NJASP – Research Committee Member
National Association of School Psychologists
Trainers of School Psychology
National School Psychologist Certification Board (member)
International Association of School Psychologists

Recognition & Awards

Student Research Excellence Award, August 2012

APA Division 33 (Intellectual and Developmental Disabilities)

Paper: Contribution of Community Independence on Adaptive Behavior Beyond Intelligence in Adults with Intellectual Disabilities

Graduate Student Research Recognition Award, August 2012

APA Division 42 (Psychologists in Independent Practice)

Paper: Cognitive-behavioral Treatment for an Eleven Year-old Male Presenting with Emotophobia: A Case Study

Graduate Student Research Recognition Award, August 2012

APA Division 55 (International Psychology)

Paper: International Knowledge Displayed by School Psychology Students in the U.S.A.

Cal Catterall Award, July 2012

International Association of School Psychology (ISPA)

Paper: Temperament preferences of children in 21 countries

Outstanding Graduate Research Award, April 2012

University of Florida College of Education

Graduate Studies Award (Doctoral Level), November 2011

Florida Association of School Psychologists (FASP)

Irvin Hyman & Nadine Lambert Memorial Scholarship Award August 2011

Graduate Courses Typically Taught/Supervised:

Cognitive Assessment and Data-Driven Decision Making

Psychoeducational Assessment and Data-Driven Decision Making

Seminar I Applied Research: School Psychology

Seminar II Applied Research: School Psychology

Christina Simmons, Assistant Professor

Academic Background:

B.A. Syracuse Univ, Psychology; Spanish Language, Literature, & Culture, Syracuse, NY

M.A. Educational Psychology, University of Georgia, Athens, GA

Ph.D. School Psychology, Minor; Applied Behavior Analysis University of Georgia, Athens, GA

Professional Background and Experience

Post-doctoral Research Associate, Munroe-Meyer Institute, Center for Autism Spectrum Disorders, Severe Behavior Disorders Program

Fulbright English Teaching Assistant, *Instituto de Educación Secundaria - Villa de Vallecas*, Madrid, Spain

Certification/Licensures:

Provisionally Licensed Psychologist (Nebraska)
Certified School Psychologist (Georgia)
Board Certified Behavior Analyst

Professional Associations Membership

Georgia Association for Behavior Analysis
Association for Behavior Analysis International
International Society for Autism Research
National Association of School Psychologists
Phi Beta Kappa Honor Society

Professional Interests

Autism and Severe Behavior Disorders

Graduate Courses Typically Taught/Supervised:

Seminar I & II: Applied Research in School Psychology
Psychopathology of Childhood and Adolescence

Roberta Dihoff, Professor

Academic Background:

Rutgers University, B.A. Psychology
University of Wisconsin, M.S. Child Development
University of Wisconsin, Ph.D. Human Development

Professional Background and Experience

Professor, Psychology Department, Rowan University (9/87–present)
Developed Rowan Early Intervention Program funded by the New Jersey Department of Health
Private Clinical Practice providing consultation to hospitals and school districts (1987-present)
Psychologist and Department Head, Child Development Services (1982-1987)
Our Lady of Lourdes Medical Center
Camden, N.J.
Psychologist and Department Head, Handicapped Children's Unit (1978-1982)
St. Christopher's Hospital for Children
Philadelphia, Pa.

Assistant Professor in Education, Douglass College, Rutgers University (1976-1978)
Lecturer Dept. of Communication Disorders University of Wisconsin (1975-1976)
Madison, Wisconsin

Certification/Licensures:

New Jersey Clinical License #: 35SI00205600

New Jersey Certified School Psychologist

Professional Association Membership/Leadership Positions:

Eastern Psychological Association

Executive Officer 2000-2005

Treasurer 1998-2000

Professional Interests

Autism and developmental disabilities

Graduate Courses Typically Taught/Supervised:

Graduate teaching responsibilities include Child Psychology, Lifespan Development, Learning and Development, Statistics, Seminar, Adolescent Psychology, Tests and Measurement, Testing of the Preschool Child, Psychopathology of Childhood and Adolescence

Part-time School Psychology Faculty

Simmerman, Herbert R. EdD, Rowan University, Teaches/Supervises: Practicum in School Psychology and Internship in School Psychology

Rowan University Faculty Teaching Courses in School Psychology Program

Kara Ieva PhD, University of Central Florida. Teaches: Individual Counseling Procedures

Georita Marie Frierson PhD, Ohio University. Teaches: Social and Cultural Diversity

S. Jay Kuder EdD, Boston University. Teaches: Educational Psychology of the Exceptional Learner

Michael Mikitish, PhD, City University of New York, Teaches: Neurological Bases of Educational Disorders

Brianne Walsh Morettini PhD, University of Maryland, Teaches: Fundamentals of Curriculum Development

Mark Raivetz EdD, University of Pennsylvania, Teaches: Educational Organization and Leadership

Hector Rios PhD, Temple University. Teaches: Group Counseling in Educational Settings

Adjunct Faculty in School Psychology Program

Beider, Laura PsyD, Rutgers University. Supervises: Internship in School Psychology

Barry Barbarasch EdD, School Psychology, Temple University.
Teaches/Supervises: Practicum in School Psychology

Cifuentes, Jaime EdS, Rowan University. Teaches/Supervises: Practicum in School Psychology

Jane Santo PsyD, School Psychology, Philadelphia College of Osteopathic Medicine. Teaches: Home, School, Community Collaboration

Kimberly Spagone PsyD, School Psychology, Philadelphia College of Osteopathic Medicine. Teaches/Supervises: Practicum in School Psychology

Yanek, Kelly PsyD, School Psychology, Philadelphia College of Osteopathic Medicine, Teaches: Cognitive Assessment and Data-Based Decision Making; Supervises: Internship in School Psychology

**Master of Arts and Educational Specialist in
School Psychology Course of Study**

Year I: Master of Arts Schedule

| Course Title | Credits |
|--|-----------|
| SPED 08555 Education and Psychology of the Exceptional Learner | 3 |
| LDTC 18520 Neuro Bases of Educ Disorders | 3 |
| COUN 26526 Individual Counseling Procedures | 3 |
| COUN 26509 Group Counseling | 3 |
| PSY 22600 Seminar I: Applied Research in School Psychology | 3 |
| PSY 09560 Lifespan Development | 3 |
| PSY 06533 Tests and Measurements | 3 |
| PSY 01570 Research and Stat In Counseling Psychology | 3 |
| PSY 03624 Psychopathology of Child and Adolescent | 3 |
| PSY 05610 Social and Cultural Diversity | 3 |
| PSY 22601 Seminar II: Applied Research in School Psychology | 3 |
| PSY 22602 Applied Research: School Psychology | 1 |
| Total Hours in MA | 34 |

Year II & III: Educational Specialist Program

| | |
|---|-----------|
| Year II | |
| CURR 29580 Fundamentals of Curriculum Development | 3 |
| SPSY 08547 Professional School Psychology | 3 |
| SPSY 06627 Cognitive Assessment and Data-Based Decision Making | 3 |
| SPSY 06629 Behavioral-Social Assessment and Data-Based Decision Making | 3 |
| SPSY 08545 Home/School/Community Collaboration | 3 |
| EDSU 28546 Education Organization and Leadership | 3 |
| SPSY 06628 Psychoeducational Assessment and Data-Based Decision Making | 3 |
| SPSY 06632 School Psychology: Consultation, Collaboration, and Intervention | 3 |
| SPSY 22630 Practicum in School Psychology | 3 |
| Total Hours | 27 |
| Year III | |
| SPSY 22634 Internship in School Psychology (Fall) | 6 |
| SPSY 22634 Internship in School Psychology (Spring) | 6 |
| Total Hours | 12 |
| Total Hours in EdS | 39 |
| Total Hours for MA and EdS | 73 |